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ABSTRACT

This brief history of audiovisual education in Japan covers (1) the utilization of slides, films, and radio prior to 1945; (2) film education activities after World War II; (3) the establishment and objectives of the Audiovisual Education Division of the Ministry of Education; (4) educational film production from 1945-1954; (5) the use of films in social education; (6) the development of educational television; (7) the introduction of the overhead projector; (8) the improvement of audiovisual library facilities; (9) audiovisual education conferences; (10) financial support and standards for audiovisual education materials in the schools; (11) the development and diffusion of videotape recorders; (12) Japan Broadcasting Corporation school broadcasting today; (13) audiovisual education training programs; (14) uses of computers in education; and (15) activities related to international cooperation. Publications of the Japan Audiovisual Education Association are listed, and a chronology of Japanese audiovisual education events is appended. (MES)

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A SHORT HISTORY OF AUDIOVISUAL EDUCATION IN JAPAN

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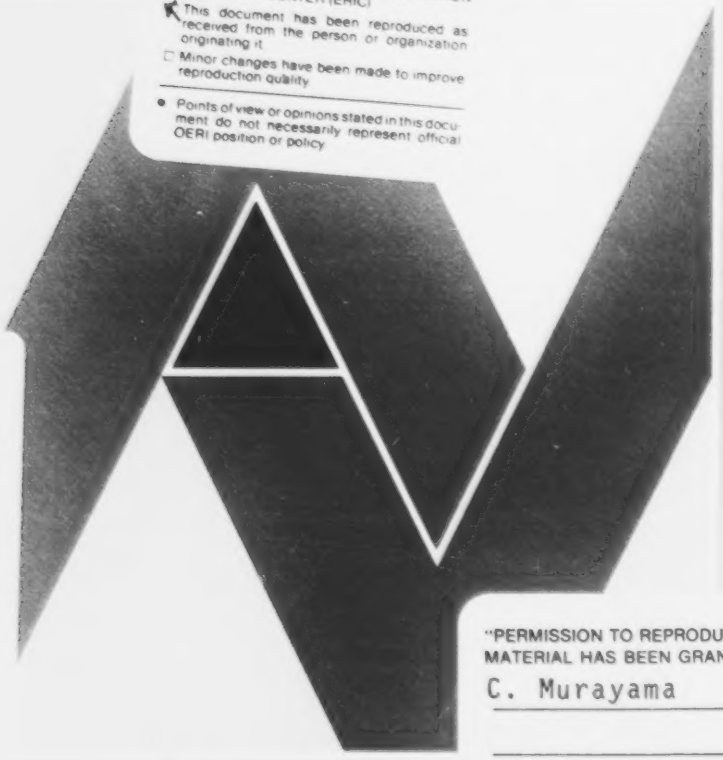

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A SHORT HISTORY OF AUDIOVISUAL EDUCATION IN JAPAN

Japan Audiovisual Information Center
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Japan Audiovisual Education Association

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Foreword

Having started even prior to the promulgation of the Education System Order in 1872, the history of audiovisual education in Japan is already over 100 years old. This history may be divided into a number of periods, but the largest single watershed is probably the end of the Second World War, an era which offered opportunities for development and reform impossible to even consider before that date.

This pamphlet is a short outline of some of the events which have occurred in the history of audiovisual education in Japan. The author will feel fortunate if it proves to be a useful reference to those both in and outside Japan.

November 1986

Jiro Arimitsu, President
Japan Audiovisual Education Association

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A Short History of Audiovisual Education in Japan

1. Prior to the End of the Second World War

Prior to 1945 textbooks had a very strong and central instructional role in Japan's educational system. In spite of this, however, such audiovisual materials as pictures, maps, and wall charts were being used from even before the promulgation of the Government Order for Education in 1872. The history of the classroom use of more modern audiovisual educational materials, including slides, films and radio, is also relatively old in Japan.

Records indicate that as early as 1880 the Ministry of Education was preparing and distributing educational slides to normal schools throughout Japan. Although geographically limited, during the 1920's there was also a trend for utilization of local, teacher-produced films in the schools. A non-governmental, organized educational film movement was established in 1928 and the first systematically planned educational film series in Japan was produced in 1933.

The Japan Broadcasting Corporation (NHK), taking advantage of radio's unique features, initiated full-scale, nation-wide school broadcasting in 1935. Although concentrating primarily upon instruction in Japanese and music, there were also programs for use in classes on morals, history and geography. However, as supplementary materials to the regular instruction, these school broadcasting programs had to be prepared in accordance with the content of the approved state textbooks.

The use of slides in education began to attract attention a second time from around 1933. The Ministry of Education began production of film (i.e., not glass) slides, a projector was put on the market, and more and more schools began to use these materials. The use of slides in education today may be traced back to these developments.

The utilization of slides, films and radio school programs continued to gradually develop through the 1930's, but audiovisual educational materials were not institutionalized nor incorporated as official components of the educational

system until the promulgation of the National School Order in 1941. The accompanying Regulations for the Enforcement of this order clearly recognized the value of the educational utilization of films and radio school programs. Unfortunately the Second World War nearly brought the entire Japanese educational system to a halt for a short period of time.

2. The Establishment of the Japan Film Education Association and "Film Classroom" Activities

The Japan Film Education Association [Nihon Eiga Kyoiku-kai], an external organ of the Ministry of Education, was responsible for the educational film movement during the Second World War. But, due to a variety of restrictions, as of the end of the war it had still not been able to perform satisfactorily. Following the war, however, the Ministry of Education, the Occupation's Civil Information and Education Division and the Japan Film Education Association all agreed that film education could play an important role in the democratization of education and, in turn, the democratization of a new Japan. It was also deeply realized that the Japan Film Education Association was in need of drastic reorganization, a project which was accomplished in retard time.

At the same time, realizing that education films were a powerful means for the democratization of Japan, the producers of educational films as well as those of other instructional materials began to cooperate more closely with each other. The Film Education Production Council [Eiga Kyoiku Seisaku Kyogikai] was established in 1946. These groups were merged in October that same year to form the Japan Film Education Association [Nihon Eiga Kyoiku Kyokai] (now the Japan Audiovisual Education Association [Nihon Shichokaku Kyoiku Kyokai]).

One of the first things in which this newly-established foundation became involved was the "Movement to Organize Six Million Students." This movement aimed at developing a nation-wide organization became very active from May 1947.

A National Film Education Research Conference was held in Tokyo in November of that same year. This event deserves attention as being the first such nation-wide academic conference held in Japan following the end of the Second World War.

In addition to school auditorium film festivals, elementary and junior high school children were also often taken to theaters to see instructional films. These were eventually named "Film Classrooms." Beginning in July 1946, elementary school children in the Tokyo area were taken to nearby theaters to see films during the mornings when these facilities would otherwise have been empty. This movement spread to all 22 city wards thanks to the cooperation of the Tokyo Film Education Council. One report stated that 284 elementary schools and 64 junior high schools had participated in this program during the three month period beginning from the later part of September 1947.

3. The Natoco Film Projectors and the Establishment of the Japan School Audiovisual Education Federation

The objectives of the Potsdam Declaration included enlightening and democratizing the people of Japan. In line with these goals, as well as to promote audiovisual education, the Occupation authorities established a system for lending 16 mm sound movie projectors to prefectures throughout the country. By 1948 the Civil Information and Education Division (CIE) had loaned 1,300 Natoco (phonetic) movie projectors plus a large number of CIE films to the various prefectures. In order to be able to take advantage of this, the prefectural boards of education established film libraries or departments within many of their prefectural and local libraries.

Small at first, these libraries grew fairly quickly. One local library in Niigata Prefecture, as an example, in December 1948 when it was first established had only 23 CIE and 40 Japanese films but by May 1951 it had increased its inventory to 888 USIS and 828 Japanese films.

All of the Natoco projectors and USIS (CIE) films were donated to the

Japanese government after the signing of the U.S.-Japan Peace Treaty in 1954.

As a means for promoting the "Movement to Organize Six Million Students," the Japan Film Education Association started holding "Film Education Promotion Councils," first in the Tohoku (Northern Honshu) area but later throughout the rest of the country. These activities not only helped in organizing the students, i.e., those who were learning through film education, they also proved to be useful in spurring teachers' aspirations to use films in instruction. Finally, through a combination of incentives such as the CIE's furnishing of the Natoco film projectors plus the management and direction of the Ministry of Education's Audiovisual Education Division, it was possible to hold 14 study and research seminars in different locations throughout Japan as well as to establish regional Audiovisual Education Supply Offices in each of Japan's eight major geographical blocks. All in all, these finally provided the manpower, the materials and the organization needed to put the field of film education on the right track.

Representatives from various areas who were playing central roles in the rebuilding of film education at the time gathered in Nagano in 1949 for a "National Film Education Promotion Conference." This was the basis for the 1952 establishment of the "Japan School Film Education Federation" [Nihon Gakko Eiga Kyoiku Renmei] (later to become the "Japan School Audiovisual Federation" [Nihon Gakko Shichokaku Renmei]), a nation-wide classroom teacher-based research organization.

4. The Establishment of the Ministry of Education's Audiovisual Education Division

The Ministry of Education's Audiovisual Education Division [Shichokaku Kyoiku Ka] was established in 1952. The organization of this division not only finally provided a firm foundation, it also portended the promise for the future healthy development of audiovisual education in Japan. The Audiovisual Education Division in still an important force in administration and management

of audiovisual education today.

The primary tasks of the Audiovisual Education Division included the following:

1) Collection and distribution of materials and information related to audiovisual education.
2) Production of audiovisual education materials.
3) Preparation and distribution of catalogues and descriptions of instructional materials.
4) Sponsoring and participation in study seminars, institutes, exhibitions and other similar meetings.
5) Furnishing support and advice for other activities involved in the promotion and diffusion of audiovisual education.

Shortly after its establishment, the Audiovisual Education Division prepared a handbook on audiovisual education materials for classroom teachers. This was published by the Ministry of Education the same year.

5. Educational Film Production Companies

At the end of World War II Japan had only four educational film producers, but this had increased to 47 companies by 1948. The Federation of Educational Film Producers [Kyoiku Eiga Seisaku-sha Renmei] was established in 1953. This organization was later renamed the Federation of Visual Culture Producers [Eizo Bunka Seisaku-sha Renmei]. An Educational Film Distribution Council [Kyoiku Eiga Haikyu Kyogikai] was established in 1954 in order to promote better means of distribution of educational films.

There have been two major currents in the history of educational film production in Japan. One, represented by the "social studies educational film movement," has emphasized the newer trends towards using films as instructional materials in the classrooms. The other, with roots in the past practices of showing films in school auditoriums and taking students to see films at local theaters, has been the more traditional "film classroom" utilization movement.

Composed of deliberative councils, associations of educational leaders, classroom teachers who are the actual users of instructional films, distributors who are involved in their sale, and the producers themselves, the Instructional Film Producers' Cooperative [Kyozai Eiga Seisaku Kyodo Gumiai] has been a leader in the "social studies educational film movement." The first films produced by this organization in 1950 drew a great deal of attention as forerunners for new modes of instructional materials. These first titles were "Assembly-line Production," "The Fruit and Vegetable Market," and "Our Newspapers."

Only 171 educational short movies had been produced by the end of World War II, but 480 films were produced by 113 different companies during 1954. Unfortunately only 31 of the films produced that year could be considered truly educational in nature. Even including 15 other films produced for children and seven juvenile dramas, this was still only 11% of the total output.

6. Utilization of Films in Social Education and the Development of a Social Education National Organization

In order that films and other media could be used in promoting the democratization of the Japanese people, the Occupation authorities (GHQ), in addition to the Natoco sound film projectors, also provided Bell film projectors and Beseler opaque projectors.

Each prefectural board of education appointed a person (temporarily titled the "Audiovisual Education Officer") to be in charge of the administration and management of this equipment and "CIE Film Assemblies" were held in school playgrounds and public squares throughout each prefecture. Thanks to this system, in cities and farming villages alike, people who had never before ever seen a movie were able to do so for the first time in their lives. These film assemblies proved to be very effective in the democratization of Japan and are also one reason for audiovisual education centered around film utilization to develop such strong roots in Japan's system of postwar social education.

Permission to use the Natoco projectors for showing films other than those furnished by the CIE was received in 1951. This not only made it possible to freely select films it also permitted greater development of audiovisual educational practices more suitable to local conditions.

From this point on, the development of social education in Japan began to move forward on three parallel fronts, i.e.: (1) the planning and production of 16 mm films, (2) the establishing and strengthening of regional audiovisual libraries as facilities for storing and supplying instructional material, and (3) the forming of national organizations for the utilization of audiovisual education in social education.

The CIE film libraries were transferred to the USIS and the ownership of the Natoco film projectors given to the Japanese government in April 1954. This meant that the prefectural systems for managing these projectors also had to be modified to a great extent. The Japan Audiovisual Education Federation [Zenkoku Shichokaku Kyoiku Renmei, or "Zenshiren"] was established just the year before, in 1953.

7. The Development of Educational Television

Formal television broadcasting from the Japan Broadcasting Corporation's (NHK) Tokyo Station began in Japan on February 10, 1953. The first commercial television broadcaster in Japan, Nippon Broadcasting Company [Nippon Hoso], initiated regular programming in August, just six months later.

NHK had begun producing and transmitting television programs for schools even while television broadcasting was still at the experimental level and these programs were incorporated into regular programming simultaneous with the initiation of regular broadcasting. This is unique in the annals of educational broadcasting anywhere in the world.

The first Japanese television channel dedicated solely to educational programming was established by NHK in Tokyo in January 1959. This was quickly followed in February by the establishment of the commercially-based educa-

tional station Nippon Educational Television (NET, today, known as Television Asahi).

The diffusion rates for color television receivers as of 1985 are shown in Table 1.

Table One
Diffusion of Color Television Receivers

Level of Schooling	Diffusion Rate	Number of Receivers per Schhol
Kindergartens	95.8%	4.4
Elementary Schools	100.0%	16.8
Lower Secondary Schools	99.8%	9.5
Upper Secondary Schools (Full-time only)	99.6%	9.0

8. Introduction of the Overhead Projector

Along with television, the overhead projector is probably the most representative of all the various new audiovisual education media and aids which have been introduced into Japanese education since World War II.

The overhead projector was first introduced to those in school education when it was listed as a new item in the revised "Educational Standards" issued in 1967. Although at that time overhead projection equipment was already known to a small number of educators, it was only after it was so included that it was introduced to educators in general or was its place as a tool in audiovisual education fully clarified.

Being simple to operate and using easily and simply prepared instructional transparencies, overhead projectors quickly spread throughout the elementary and secondary schools and in many classroom literally became "substitute blackboards."

The number of overhead projectors per school as of 1983 was as follows:

Elementary Schools	— 11.7
Lower Secondary Schools	— 10.5
Higher Secondary Schools	— 6.0

9. Improving Audiovisual Library Facilities

The following is a partial quote from an official Ministry of Education notification sent to all the prefectural boards of education in 1953:

"Prefectural audiovisual libraries must, through liaison with related organizations and groups, acquire and plan for the appropriate utilization of those audiovisual education materials and aids required in social and school education, as well as must attempt to play a central role in the promotion of audiovisual education. In addition, efforts must be made to:

"(1) Expand from the present system of a single prefectural audiovisual library to one in which each prefecture has a number of regional libraries as well; and,

"(2) These libraries should not continue to limit their activities to storing and distributing just films but should manage and provide services for a wide variety of audiovisual education materials and aids for use in school and social education."

This notification moved Japan's system of audiovisual libraries out of the age of the Natoco projector and into the modern era of audiovisual education. Tables 2-(1) and (2) clearly show how the percentage of government-sponsored audiovisual libraries has increased.

Table Two
Establishment of Audiovisual Libraries (1)
1948 through 1955

Fiscal Year	Pre-1948	1949	1950	1951	1952	1953	1954	(1955)	Unk	Total
Prefectural	37	18	0	23	11	21	8	(3)	8	130
Municipal City & Town	8	15	21	8	19	49	66	(4)	7	198
Municipal School	24	13	10	13	15	20	15	(0)	4	114
Private Groups	1	0	0	0	2	3	4	(0)	0	10
Totals	70	46	31	44	47	94	34	(7)	19	425

Table Two
Establishment of Audiovisual Libraries (2)
1956 through 1964

Fiscal Year	1956	1957	1958	1959	1960	1961	1962	1963	1964
Public Prefectural	133	90	102	119		104	93	92	97
Public City & Ward	71	127	84	150		208	208	249	219
Public Town & Village	141	242	180	191		158	189	172	244
Non-Public School	193	133	159	181		222	206	166	271
Non-Public Other	28	42	82	75				136	11
Totals	566	636	607	716		692	696	815	842

In 1971, a coordinating committee in the Ministry of Education published a report on desirable directions for audiovisual libraries. In order to promote a further strengthening of the movement for establishing public audiovisual libraries, the Ministry of Education, upon receiving this report, established a budget for such support as well as took a variety of administrative measures aimed at establishing a new system of comprehensive and multi-purpose audiovisual centers.

10. The Joint National Audiovisual Education Conference and the Japan Educational Modernization Exhibits

A Joint National Audiovisual Education Conference [Shichokaku Kyoiku Godo Zenkoku Taikai] was held in Tokyo in 1965. It was the first such "joint" meeting involving a number of independent academic organizations, each of which had to overcome numerous internal administrative and organizational obstacles to be able to participate in this conference. It proved to be epoch-making as a nation-wide meeting on research and study in audiovisual education.

Each of the participating organizations had its own unique history and structure. The Japan School Audiovisual Education Federation [Nihon Gakko Shichokaku Kyoiku Renmei], for example, is primarily for teachers at the elementary school level and by 1965 had already held 16 national conferences of its own. By the same token, the National Upper Secondary School Audiovisual Education Research Council [Zenkoku Koto Gakko Shichokaku Kyoiku Kyogikai] had held six such meetings and the National Audiovisual Education Federation [Zenkoku Shichokaku Kyoiku Renmei], representing those working in social and adult education had already sponsored ten national-level conferences.

However, in order for audiovisual education to permeate into education at every level and of every type it was necessary to appeal without limit to people across a broad spectrum. If possible, it was also necessary to appeal to

public opinion and to deepen the understanding of parent-teacher associations and other similar groups. In order to accomplish this it appeared necessary to do something embracing not just those already involved, but to arrange an event on a higher scale in which every organization could cooperate.

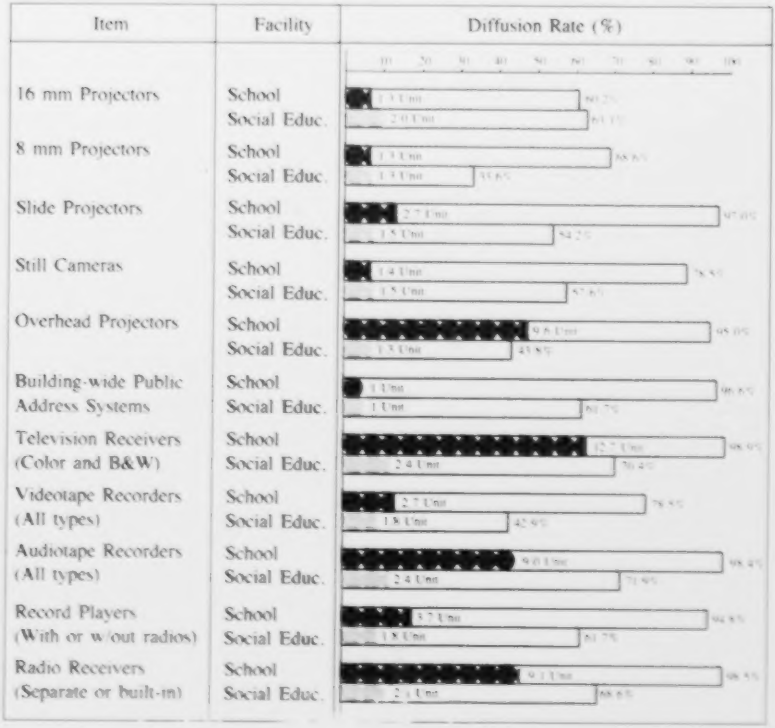
For ten years following this 1965 Tokyo meeting, it was possible to convene similar national conferences in a variety of major cities throughout Japan. The last of these Joint National Audiovisual Education Conferences was held in Kanagawa in 1974. Since then, however, an annual series of Japan Educational Modernization Exhibits (JEMEX) [Kyoiku no Kindaika-ten] has continued to maintain the spirit of the joint audiovisual education conferences. Organized as exhibits of audiovisual education materials and equipment, these conference have also included lectures, seminars and reports on research designed to deepen the understanding of educators, parent-teacher associations and the general public alike. An equally important goal has been the raising of the standards of audiovisual education as a whole. These exhibitions have been held only in Tokyo since 1984.

11. The "Educational Material Standards" and Provisions for Audiovisual Education Materials in the Schools

In principle, compulsory education expenses are borne by the founders of each school. The appropriate public bodies, in other words, must pay all of the expenses for public schools. Doing this, however, is a heavy burden upon the financial resources of regional public bodies and invariable results in the development of exaggerated regional differences in education quality.

In order to compensate for this and as a means for furnishing support to public compulsory education level schools, the 1952 Law concerning the National Treasury's Share of Compulsory Education Expenses came into force in April 1953. The scope of those educational materials applicable under the above law was defined in the "Educational Standards" published in 1967. A ten-year plan for greatly expanding the funding provided under this pro-

Figure Three
Audiovisual Education Materials and Equipment in School and Adult Education Facilities as of May 1983



Notes: "Schools" includes kindergartens and lower and secondary schools. "Social Education" includes public halls, prefectural libraries, municipal libraries, museums, Children's Centers, Youth Houses (both residential and non-residential), Children's Culture Centers and Women's Education Centers.
Bars indicate diffusion rates, circles indicate the average number of sets (items) on hand.

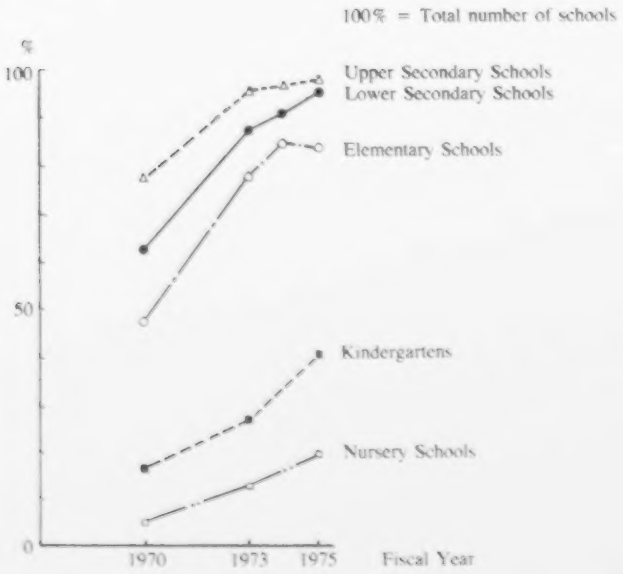
gram was also published at that time. These "Educational Standards" were revised in 1978. This revision is still in force today and is being used to promote improvement of audiovisual education materials and equipment for elementary and lower secondary schools throughout Japan.

Figure 3 shows the status of audiovisual education materials and equipment in Japan's school and adult education facilities as of May 1983.

12. The Development and Diffusion of Videotape Recorders

Reviewing the history of the development of videotape recorders shows that they have evolved from black and white to color, from vacuum tube to transistor, from 4 heads to 2, from open reel to cartridge, then to cassette, and from 2 inch tape to 1 inch tape, then to 3/4 and 1/2 inch tape, and finally to 8 mm video and videodisks. The Sony Corporation began to market its Betamax models in 1975, the year before Japan Victor began to market its VHS format videotape recorders. These 1/2 inch, desk or portable formats have since become the mainstream for school videotape equipment. Figure 4 shows the diffusion rates for cassette videotape recorders today.

Figure Four
Diffusion of Cassette Videotape Recorders in Japan



13. NHK School Broadcasting Today

NHK began television school broadcasting at the same time it initiated regular television service in 1953. Major events related to school broadcasting since that date have included:

1959 — The inauguration of NHK's Educational Television Network

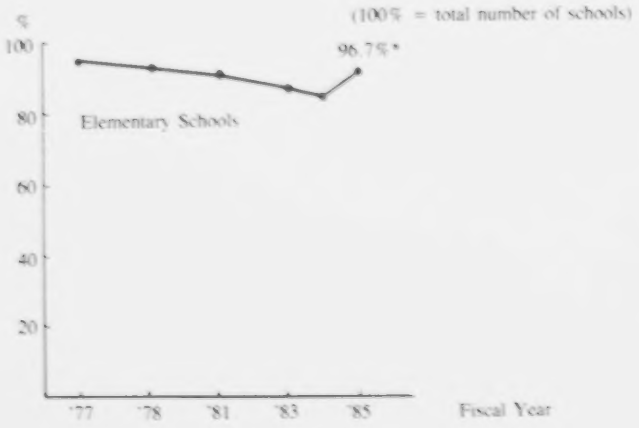
1964 — The Second International Conference of Broadcasting Organizations on Sound and Television School Broadcasting convened in Tokyo

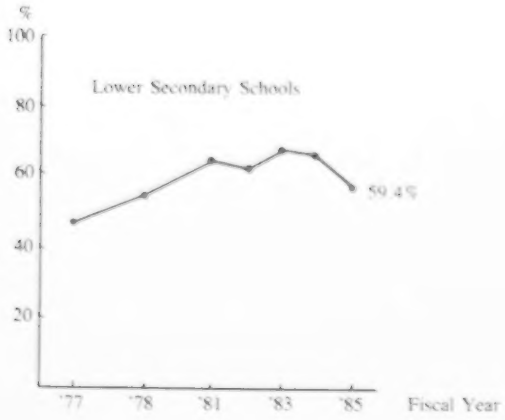
1965 — The First Competition of The Japan Prize for Educational Programs was held in Tokyo

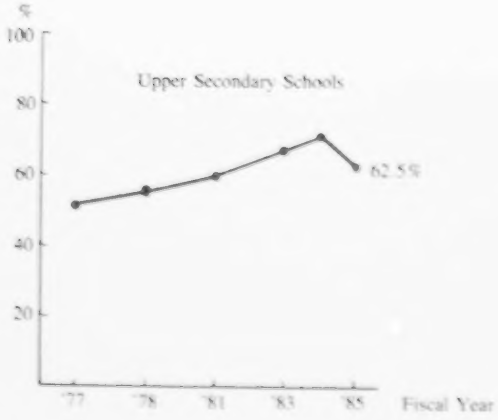
1985 — The 50th Anniversary of the Inauguration of School Broadcasting in Japan

During fiscal year 1986 a total of 107 school television programs (including repeat broadcasts), i.e., 28 hours and 55 minutes per week, were being broadcast for use by nursery schools, kindergartens, elementary schools, and lower and upper secondary schools. In addition, 19 school radio programs (including repeat broadcasts), or 4 hours and 50 minutes per week, were being transmitted on NHK's Second Radio Network. Figure 5 shows the changes in television school programs utilization rates since 1977.

Figure Five
Changes in Utilization Rates
for NHK School Television Programs




%
100
80
60
40
20
Lower Secondary Schools
59.4%
'77
'78
'81
'83
'85
Fiscal Year


%
100
80
60
40
20
Upper Secondary Schools
62.5%
'77
'78
'81
'83
'85
Fiscal Year

14. Audiovisual Education Training Programs

One basic characteristic of audiovisual education is that knowing how to operate audiovisual education equipment and/or how to handle audiovisual education materials is essential to their use. In Japan, this meant that if audiovisual education was ever going to be properly diffused it was also necessary to greatly expand opportunities for training and that educators at all levels had to develop certain levels of knowledge and skills. However, it would not be possible to expect much from any attempts at organized expansion of opportunities for training and study without a great deal of mutual cooperation between the various organizations and groups involved. There was, however, little information on what topics should be included or how long such training should be given before it could be felt that one had truly studied audiovisual education. This meant that it was impossible to develop any kind planned, cooperative training program and it was quickly realized that it would first be necessary to establish a common curriculum.

The Ministry of Education referred this problem to one of its councils in 1971. Two years later, in 1973, this council gave its reply in the form of a set of "standards." These standards stated that the proposed audiovisual education training should include slide projectors, overhead projectors, 8 and 16 mm film projectors, tape recorders, language laboratories, sheet recorders, response analyzers and the use of broadcasting (the later being sub-divided into adult and school education). Specific objectives were listed for each of these materials and equipment, and included methods of operation, utilization and local production as applicable. According to the needs and objectives of those undergoing the training, it was further divided into three levels of difficulty: introductory, intermediate and advanced. The personal computer was later added to the list of audiovisual education materials and equipment covered by these training programs.

The actual training programs themselves are conducted by each prefectural board of education, and nation-wide nearly 200 training and study seminars

with an average of 20 to 25 participants are held each year. Reports indicate that approximately 10,000 educators and administrators have attended these seminars since their inception.

15. Educational Utilization of Computers

Table 6 shows the diffusion rate and average number of microcomputers in schools in Japan as of October 1985.

Table Six
Computers in Japanese Schools

Type of School	Diffusion Rate	Average Number of Computers in Schools with Microcomputers
Elementary Schools	2.1%	2.8
Lower Secondary Schools	13.8%	2.8
Upper Secondary Schools	80.6%	10.1

The number of computers in the schools has increased rapidly in the few years since the above statistics were gathered. One reason for this has been the positive administrative steps and guidance furnished by the Ministry of Education.

In March of 1985 the Ministry of Education published an investigative committee's report on "The Utilization of Computers in Education." This report commented in detail upon the utilization of computers as (1) instructional tools for learning, (2) means for preparing lesson plans and the curriculum, and (3) in support of school administration.

In December the same year, the Ministry of Education also published a related report titled "A Manual for Development of Educational Software." The first chapter on "The Scope of Educational Software" outlined the following categories:

(1) Drill or Exercise Mode
(2) Tutorial Mode
(3) Problem-Solving Mode
(4) Simulation and Game Mode
(5) Information Retrieval Mode

The Second chapter on "Criteria for Educational Software" listed those characteristics required of outstanding computer-based educational software.

In additional to the Ministry of Education, other groups are also becoming involved in the educational use of computers. Established in July 1986, the Computer Education Development Center [Conpyuta Kyoiku Kaihatsu Senta] is becoming more and more involved in research and promotion of computers in education.

16. International Cooperation

The most important of the various activities related to international cooperation in which the Japan Audiovisual Education Association is now involved is its membership in the International Council for Educational Media (ICEM). While the ICEM originally started as a means for cooperative production and exchange of films and slides at a time when such instructional materials in each of its member countries where in short supply, it has since become an organization for international cooperation for the development, distribution and more effective utilization of modern instructional materials.

The Japan Audiovisual Education Association also publishes an annual series of pamphlets titled "Audiovisual Education in Japan," the present one being the 25th in the series. Past titles have been:

Films showing conditions in each country are submitted as means for increasing mutual understanding. The Ministry of Foreign Affairs, the Foundation for International Cooperation, the Japan Broadcasting Corporation and the Asahi Newspaper Corporation furnish support for this annual event.

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1. Audiovisual Education in Japan, 1963
2. The Outline of Production and Distribution of Japanese Educational Films, 1964
3. Catalogue of Japanese Educational Films on Technology, 1965
4. Catalogue of Japanese Educational Films on Science, 1966
5. Audiovisual Education in Japan (Revised Edition), 1967
6. Audiovisual Equipment in Japan, 1968
7. Audiovisual Education in Japan (Revised Edition), 1969
8. Audiovisual Aids and Technology in Japan, 1970
9. Audiovisual Aids and Equipment in Japan, 1971
10. Use of Modern Teaching Aids and Equipment in Schools, 1972
11. Standard Curriculum for In-Service Training of Audiovisual Education in Japan, 1973
12. Audiovisual Education in Japan (Revised Edition), 1974
13. Research Groups and Organizations on Audiovisual Education in Japan, 1975
14. Educational Films of Japan, 1976
15. Educational Broadcasting in Japan, 1977
16. Audiovisual Education in Japan, 1978
17. The Videotape Recorder and Its Use in Education, 1978
18. Use of Instructional Media — Volume One, 1979
19. Use of Instructional Media — Volume Two, 1980

20. Utilization of Audiovisual Materials in Social Education — Some Actual Examples, 1981
21. Audiovisual Education in Japan (Revised Edition), 1982
22. Educational Uses of New Media in Japan, 1983
23. Educational Uses of Microcomputers in Japan, 1984
24. Non-Commercial Audiovisual Instructional Materials in Japan, 1985

Appendix

Chronology of Audiovisual Education in Japan

Year	Event
1872	Promulgation of the Education System Order.
1973	Western projectors and photographic slides were brought back to Japan by Japanese students who had gone abroad to study.
1880	The Ministry of Education began to produce educational slides for distribution to all the normal schools in Japan.
1986	The just exhibited silent film technology was imported almost simultaneously from both America and France.
1901	The first "Educational Silent Film Meeting" for adults was held in Tokyo.
1908	The Osaka Mainichi Newspaper Company established a "Traveling Cinema Group" as a service for its customers.
1911	"Gigoma," (phonetic), a French detective cinema, was shown to the public. Its potential to adversely influence youth became a problem of social concern.
1913	The Ministry of Education issued the "Regulations for Authorizing Filmslides and Movie Films as Suitable for Popular Education" in order to authorize and publicize productions considered useful in education.
1921	The Ministry of Education began to relax its prejudicial attitudes towards films, and started to hold "Silent Movie Exhibitions" in order to increase public concern regarding the educational value of films. Portable film projectors which had been imported from the previous year were purchased by elementary schools in Tokyo

Year	Event
	and Nagano Prefectures. This prepared the way for teachers themselves to use films within the schools.
1923	The Ministry of Education showed that it realized the educational value of films, filmslides and recordings by issuing the "Regulations for Authorizing Movie Films, Filmslides and Recordings as Suitable for Social Education."
1925	The radio era got underway as the Tokyo Broadcasting Corporation began its regular radio programming.
1926	The first professional magazine related to the field of audiovisual education, "Film Education," began publication.
1928	The National Silent Film Educational Research Association [Zen Nihon Katsuei Kyoiku Kenkyukai] was established. (The group became the National Movie Educational Research Association [Zen Nihon Eiga Kyoiku Kenkyukai] in 1934.
1929	In addition to the already commonly-used 9.5 mm and 35 mm standards, 16 mm films began to gradually become more available.
1933	Japanese-manufactured 16 mm film projectors started to become very popular. As a result, the movement towards school purchase of silent sound projectors became even more prominent. The National Silent Film Educational Research Association began production of the first systematic series of educational films in Japan: "An Outline of Geography for Elementary Schools" (13 topics, 15 reels). Lantern slides, once neglected, began to be used again. As the first educational use of paper theater as an instructional media, paper theater materials for Christian sunday schools use began to appear at about this time.

Year	Event
	NHK's Osaka Central Broadcasting Station initiated local broadcasting of the first school radio programs in Japan.
1935	A Ministry of Education survey on schools and film projectors revealed that 1,867 (9%) of the nation's 20,937 elementary schools owned film projectors; 60% or 2,224 of these were 16 mm. It also showed that 545 of the nation's 2,804 secondary schools owned a total of 644 film projectors. Projectors were being used in education in 3,261 elementary and 714 secondary schools.
	The NHK Tokyo Central Broadcasting Station began nationwide school radio programming, thereby opening up a new field of audiovisual education alongside that of film education.
1937	Under the leadership of the Ministry of Education, the Central Committee on Film Education [Eiga Kyoiku Chuokai] was established as a means of systematizing and consolidating distribution of educational films. This committee, composed of prefectural and six major city film education organizations, began periodic distribution of educational films.
	The Tokyo Department of Education used public funds to establish 15 elementary school educational material film libraries (increased to 30 in 1940) and purchased 15 or more films in each major subject area for each of them. These were loaned to nearby elementary schools without charge. These were not only the first regional libraries established in Japan, they are one of the very few such examples from pre-World War II days.
1941	The National School Order was promulgated as a means of strengthening the nation's war footing. The accompanying regulations for effecting this order gave the first official recognition

Year	Event
	of educational utilization of both films and school radio broadcasting. The Ministry of Education began to deal with double frame film-strips. Production of these film-strips became quite animated and this new media was distributed along with projectors to the prefectures in large quantities.
1945	Much of the nation's school's audiovisual education materials and related facilities were destroyed in air raids. A great deal of the audiovisual education materials, films, projectors, records and so on in the film libraries were also lost in the same way. School broadcasting, which had continued throughout most of the war in spite of the destruction of many of its facilities, was also finally brought to a temporary standstill just before the war came to an end. World War II came to an end of August 15th. In October, NHK re-established school broadcasting with programs for teachers.
1946	Initiation of the film education movement in promoting the use of neighborhood movie theaters. In October, the Japan Film Education Association [Nihon Eiga Kyoiku Kai] and the Educational Film Producers Council [Kyoiku Eiga Seisaku Kyogikai] combined to form the Japan Film Education Association [Nihon Eiga Kyoiku Kyokai].
1947	The first postwar National Film Education Research Conference was held in Tokyo in November.
1948	The Civil Information and Education Division loaned the Japanese government 800 Natoco 16 mm sound projectors. (This was later increased to 1,300.) These were distributed to the

Year	Event
	prefectures primarily for use in adult education.
1949	Composed of elementary and secondary classroom teachers, the Japan School Film Education Federation [Nihon Gakko Eiga Kyoiku Renmei] was established.
	The Ministry of Education established the Educational Film and Other Media Screening Subcommittee and initiated a system for recommending educational films, slides and paper theaters.
1950	Tokyo Communications Industries (the predecessor to the Sony Corporation) developed the first Japanese-made tape recorder.
	The magnetic sound 16 mm film projector was put on the market.
1951	NHK began experimental television broadcasting.
	The 16 mm sound home projector was put on the market.
1952	The Audiovisual Education Division was established within the Social Education Bureau, Ministry of Education. This became the center of focus for official administration of and guidance in audiovisual education.
	The automatic slide projector was developed.
1953	NHK began regular television broadcasting.
1954	As a result of the signing of the U.S.-Japan Peace Treaty, the Natoco film projectors were formally given over to the Japanese government.
	The first made-in-Japan overhead projectors appeared on the market in October.
1955	The first Japanese-made transistor radio was put on the market.
1956	The Kusenon (phonetic) 16 mm film projector was put on the market.

Year	Event
1957	The first Japanese-made color television receiver was announced.
1958	The first Japanese-made videotape recorder was developed (Sony Corporation).
1959	NHK initiated its educational television network. Sheet sound recorders were put on the market.
1960	Language laboratories were developed and put on the market. Color television receivers were put on the market. Regular color television broadcasting was initiated.
1961	Microfilm projection equipment was put on the market. Both optical and magnetic sound 8 mm film projectors were developed and put on the market.
1962	Overhead transparency production equipment was developed.
1963	Response analyzers were put on the market.
1964	The Japan Society for the Study of Audiovisual Education was established. Its first conference was held at International Christian University near Tokyo.
1965	The first Joint Audiovisual Education Conference was held in Tokyo. The first "Modernization of Education Exhibit" was held concurrently.
1966	The 8 mm compact film projector was put on the market.
1967	The Ministry of Education announced its "Educational Materials Standards" outlining those audiovisual education materials and aids which were to be made available at the compulsory education level. It also announced a 10-year-plan for acquiring such materials and aids.
1969	A CAI system for group study use was announced. A standard videotape recorder was put on the market.

Year	Event
1970	The first video projection equipment was announced.
1971	The Electronic Technology Society [Denshi Kikai Kogyo-kai] announced its standards for portable color videotape recorders.
1972	The Tateyama City (Chiba Prefecture) regional CATV station was established and began to provide regional educational programming.
1973	Japan's first Audiovisual (Consolidated Audiovisual Education Materials Production and Distribution) Center was completed in Yamaguchi Prefecture.
1975	Beta-max videotape recorders were put on the market (Sony Corporation).
1976	VHS videotape recorders were put on the market (Japan Victor Corporation).
1978	Multiplex sound broadcasting was initiated.
1981	Laserdisk video players were put on the market (Pioneer Corporation).
1983	VHD videodisks were put on the market (Japan Victor Corporation).
	Compact disk (CD) players were put on the market.
1984	Television conference systems were put into use.
	The Ministry of Education announced its Draft Standards for Training Programs for Educational Utilization of Microcomputers.
1985	Research on the educational uses of computers began in earnest.